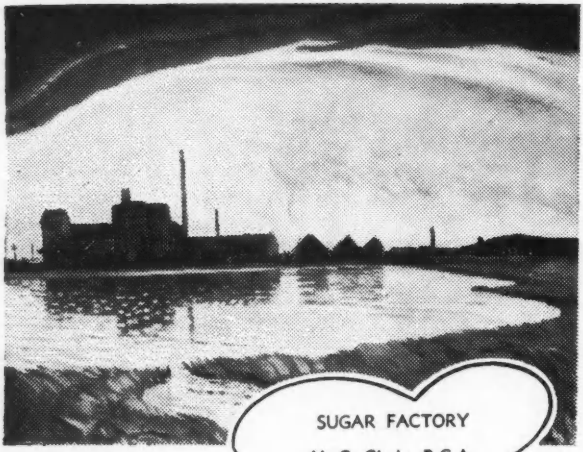
The ATA Magazine

JANUARY
1953

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



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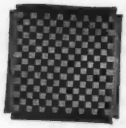

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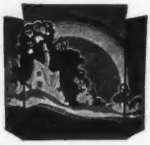

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ERIC C. ANSLEY, Managing Editor

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THIS MONTH'S COVER

This third, in a series by Murray MacDonald, gives us a view of the Edmonton Municipal Airport.

This Airport has over 20,000 feet of runways and in 1952, will have registered approximately 100,000 flights with a total of close to 50,000 passengers travelling on its airlines.

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Editorial

GEORGE DAVID MISENER

GEORGE DAVID MISENER

George David Misener, the first president of the Alberta Teachers' Association, died in Victoria, British Columbia, on November 27. Dr. Misener was born in Ontario. He received his elementary and high school education at Leamington, Ontario, and his B.A. from the University of Alberta in 1912. He obtained his master's degree in 1922 and his doctor's degree in 1927, both from the University of Toronto.

Dr. Misener taught school in Edmonton from 1915 until his retirement in 1950. In 1930, he succeeded the late Dr. Newland as the teacher of Latin at Victoria High School. At this time matriculation students were required to take Latin, so George Misener taught practically every graduate of Victoria for a number of years, and latterly, the ones who were university bound.

Edmonton's Victoria High School is well known for its distinctive customs. One day a senior student got an idea, and the class made a special occasion out of Dr. Misener's birthday, which was February 7, and which soon came to be known as "Uncle George's Day." On this day the boys wore white shirts and black bow ties (George Misener was addicted to bow ties) and presented their Latin teacher with a well-polished apple, or some such token of their youthful esteem. George's birthday and the apple continued as an annual event at Vic for as long as he taught there.

Dr. Misener was one of the first members of the Alberta Teachers' Association. He was the first president, from 1917-1919. He served the Association in many ways for a number of years, the

last one being as the ATA representative on the University of Alberta Senate in 1937.

It was my pleasure to know Dr. Misener quite well, because he and Howard Dobson had gardens on the lot next to where I lived, west of the University. I spent many hours chatting (which is generally admitted to be a major part of any gardening program) with George Misener about the early days of the Association.

Just before he left for the Coast, Dr. Misener called at the office to say goodbye and to tell us about all the plans that he had for his retirement, which included reading, a bit of writing, gardening, and travelling. He told me that he regretted he had not been as active in Alberta Teachers' Association work for the past several years as he should have been. His wife had been ill, and he just did not have time. He said, "However, there is one thing that I did for the Alberta Teachers' Association that I want you to remember, and that was to persuade John Barnett to apply for the position of secretary-treasurer."

After Dr. Misener went to the Coast, he wrote an editorial for the Magazine, "Alberta Teachers' Association, 1918-1950," which was published in December, 1950.

The Alberta Teachers' Association owes a great deal of its present status and prestige to its past presidents, and especially to those who led the Association in its early days when it was almost prejudicial to a teacher's future to belong to the Alberta Teachers' Alliance. Our early leaders had to have courage and vision. George Misener will be remembered by the teachers as one of our pioneers in Association work.

He will also be remembered by hundreds of graduates of Vic as a gentleman and a scholar.

The Alberta Teachers' Association has had twenty-six presidents. Five have died,

G. A. Clayton
G. D. Misener
H. C. Newland
Clarence Sansom
T. E. A. Stanley.

New Years Greetings

To all members of the ATA I extend my heartiest good wishes for a Happy and Prosperous New Year.

During the nineteen years that I taught in this province I was a member of your organization and took an active interest in your affairs. My responsibilities are now in a broader field and I must continually bear in mind that it is my duty to serve all citizens of our province without fear or favor. However, good education and good teachers are inseparable and so the status and welfare of the teaching profession will remain one of my chief concerns.

The year that lies ahead will offer many opportunities for each of you to improve your service as a teacher. I trust you will make the most of these opportunities and contribute in full measure towards the further advancement of education in a rapidly growing and changing Alberta.

In carrying on your work in the classroom from day to day you can always rely upon the wholehearted cooperation and support of my Department and its officals in assisting you to exert your best efforts. Together I am sure we shall achieve notable progress in 1953.

A. O. AALBORG

A. O. AALBORG,
Minister of Education.

Voting List for Election
Executive Council
Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1953, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office immediately.

This list is being published to give each teacher a chance to see that his name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**

Everyone likes to receive letters, but few like to write them. David Sullivan in this hilarious article reveals the deep secret of how to inject personality into letter-writing.

Please Answer Soon

DAVID M. SULLIVAN
Registrar, Department of Education

THERE were couriers, some two thousand years ago, whose purpose was to convey hand-written letters and despatches from one post or stage to the next on the roads of the Roman Empire. On this continent the first crude form of penny postage was established in Boston in 1639. The present system of uniform international postal service came into effective operation July 1, 1875. Letter-writing is customarily divided through over-simplification into the three categories of business, social, and friendly correspondence; but in a very real sense every letter involves a social relationship and is an expression of a social situation. Man is a social animal whose life from cradle to grave is concerned with the mutual relationships of fellow-men. Society in self-protection has through the ages established safeguards to preserve life, liberty, and happiness amid the clash and conflict of opposing wants and wishes; and Society has built up written codes and commandments such as those of Hammurabi in the Twenty-second Century B.C. and Moses in the Thirteenth. But there are unwritten codes no less binding, and one of these is the code of manners.

Manners Make the Man

In the Mother of Parliaments every member is a gentleman; the Speaker of the House is the benign but relentless custodian of the parliamentary code of manners. Another code of manners, somewhat less rigid but still closely followed, is the code of rules for letter-writing, the conventional Sir or Madame, for example, serving as an early reminder that both reader and writer intend to preserve the code of good breeding. In the time of Walpole the polished manners of one famous member of the House gave to the English language the adjective, "Chesterfieldian." His place in English literature is assured by his well-known letters addressed to his son, Philip. "If you have wit," he said, "use it to please and not to hurt; you may shine, like the sun in the temperate zones, without scorching."

The Old Order Changeth

Fifty years ago the Victorian era had reluctantly come to a graceful and distinguished end, but the ancient forms of letter-writing still persisted. One invariably began his letter with tedious insincere apologies, and ended with hypocritical flattery. Today only France, of all the modern nations, still clings to the old conventions. It is still good form in France to end a letter, business or personal, with the fervant hope that the letter will find a favorable reception at the hands of the addressee

who is besought to accept the assurance of the writer's most respectful regards. But on the North American Continent life is geared to greater speed. Just as the old-fashioned milk-wagon, however, still occasionally holds back a long stream of faster traffic at a bridge, so do some tenacious but useless clichés and relics of a bygone age persist in our letters, with the result that many a letter today is dull, lifeless, and unexciting; too uninteresting to read and too barren to bother answering.

Everyone Has Personality

John Baker Opdycke in his book, *Take a Letter, Please,* says: "What makes a letter alive? What makes a letter breathe and pulsate? What makes us read a letter again and again? What marks it off from the average, impresses and moves and stirs its readers? The answer is personality." Though everyone has personality, not everyone can express it; it seems to fly away when one takes pen in hand. One of the purposes of this article is to arrest and lightly capture for a brief moment this breathing, pulsating butterfly of personality in letter-writing, and without too roughly handling its gossamer structure, to classify it by genus and species.

Letters are defined in dictionaries and in textbooks as a form of communication. Dear reader, the essentials of a letter are not of the form but of the spirit; they are elusive because intangible; like character and personality they are part and parcel of the genius of their writer. Here is a note to a teacher: "Dear Teacher: Johnny ain't no rose. Don't smell him, learn him." This note embodies in essence some of the fundamental principles of good letter writing. It is sincere and frank, independent in its spirit, and warm in its appeal. The writer in her earnestness completely forgot herself, as unconsciously she illustrated the first fundamental requirement in letter-writing, viz.: Subordinate yourself in your message.

Simplicity and Naturalness

Professor John P. Riebel, on the staff of the California State Polytechnic College, has made a lifetime study of letter-writing and has pioneered in the art of teaching people how to write letters. He believes firmly that in this busy streamlined age in which we are living, as much as possible of the useless trivia that still cling to letter writing must be eliminated. "Write your letters simply, naturally, and interestingly," he says, "in plain everyday language which everyone can understand. The best test of any business letter is to read it aloud. If it reads easily, smoothly, and naturally, and if you wouldn't mind having to answer the letter, you may be reasonably sure that it is a good, forceful, effective letter."

Professor Riebel thinks that the old-fashioned "Dear Sir" and "Yours truly" are outmoded. He advocates what he calls the Salutopening and the Compliending, a happy combination of a letter salutation and opening, and of the complimentary closing and ending. This, he believes, is the coming style of business letter writing. Here is an example of the Salutopening and the Compliending in one of his own letters: "Thank you, Mr. Sullivan, for your very nice letter of September 9th, which I am sorry I have not answered sooner." His closing was, "When the press of new registration has passed, be sure to drop another fine letter to a chap in San Luis Obispo by the name of John P. Riebel."

For Members of the Suicide Club

If you are applying for a new job use all the worn-out clichés and stuffy conventionalisms you can

(Continued on Page 30)

The RIGHT CURRICULUM for the 1950's

ED RITTER
Secondary School Curriculum Consultant
Riverside County, California

English was their "most valuable" course, and Latin and algebra were the least helpful courses, say 362 high school graduates. Teach more about democracy, civic problems, and sex, they add, but don't try to teach religion in school.

CHANCES are umpteen to one that the most deep rooted dissatisfaction in the hearts of your high school classroom teachers boils down to this kind of gripe:

"Nobody's interested in what goes on in the classroom. Let the football team win five straight and the town's afire. But nobody even wonders whether my students are becoming world beaters or duds."

It's an illusion.

The Corona Unified School District, Riverside County, California, this fall emerged from a 15-year follow-up study of 362 graduates' opinions with strong evidence that the gold in the high school's program doesn't always do the most glittering.

English Most Important

Five years after Commencement Day, graduates had little doubt but that the struggles in the classroom with the problems of the English language were much more important than anything else they did in their high school days.

Glorious and glamorous experiences on the gridiron, diamond, and oval proved to be of great value to a very low percentage of those who participated in athletic activities.

According to Guidance Director Lawrence Thome, those are the conclusions reached by the graduates themselves as they looked back on their high school days five years after graduation.

Findings include answers on all follow-up questionnaire blanks returned to the guidance department during the period from 1936 to 1951 inclusive. Mr. Thome has been mailing questionnaire blanks to all Corona graduates as they've reached the fifth year after graduation.

Questionnaire respondents — averaging 24 a year over the 15-year scope of the survey—comprise a sample that is virtually 30 percent of the whole, and they appear to represent a good occupational and socio-economic cross section.

The survey employed both checklist and free response technics. Listing 57 high school courses, the questionnaire included the following columns for respondents to check: "courses you have taken," "those that have been of greatest value to you," "those that have been of least value to you," "those that you would take again if you could take your

Reprinted from The Nation's Schools.

high school work over again," "those that you have taken but would not take if you were going to school again," "courses that you think the high school should give because they will be valuable to some pupils," and "courses that you think should not be given because of their doubtful present day value."

In columns six and seven (the two last mentioned), respondents were instructed to consider "the good of all pupils—not just yourself."

The second section of the questionnaire listed 50 suggested topics for study: "sex education," "study of war and peace," "study of religion," and so forth.

Check columns in this section were: "topics in which you feel the need of more information," "those in which you do not feel the need of more instruction," "those in which you think the high school should give instruction," and "those in which you think the high school should not give instruction."

Free Response Section

In addition to the standard cross-section check items, the questionnaire—in its free response section—asked respondents, "In what other ways can the school improve by additional activities or doing better what it is now trying to do?"

Statistics derived from the study are in keeping with judgments volunteered by scores of respondents in personal letters and notes, Mr. Thome indicated. Training in the fundamentals of correct speech and writing was held to be of paramount importance by the vast majority.

The following summary indicates the general subject-field trend of the 362 respondents' value judgments. The respondents were asked to check courses that they took and then to check those that have been "of greatest value" to them.

For each course, the percentage checking it as of greatest value was figured. Then the courses were grouped in general subject fields and the figures in Table 1 represent the average support picked up by courses within those subject fields. (Note that the total percentages do not add up to 100 because a respondent might mark several courses as being among those of greatest value to him.)

Table 1—Average Percent Checking Courses in Various Subject Fields as Having Greatest Value

Subject Field		Percent
English		73
Vocational		62
Homemaking		58
Mathematics		51
Science		44
Physical education		35
Activities		34
Student government	45	
Drama	37	
Journalism	33	
Sports	25	
Clubs	20	
History, social science, economics		33
Fine Arts		32
Foreign languages		28

All five English courses included in the survey fared almost uniformly well, ranging from 70 percent for oral English to 76 percent for English I and IV.

The individual course getting the highest praise from its constituents was a vocational one in electrical shop work that rated the "most valuable" category for 84 percent. Office practice, agriculture, and machine shop courses also were rated high.

"Practical mathematics" rated well above other mathematics courses, and physics topped the science courses.

Less than half of the 176 who took algebra put it in the highly valued group. Numerically—but not percentagewise—algebra topped the list of 57 subjects in the category called "courses of least value." Plane

geometry came in second in the "least value" listings.

If these traditionally esteemed subjects teach students to think—as so many have urged for so long—the transfer never becomes apparent to the vast majority of students who take these courses.

The relatively poor showing of science courses in the survey suggests that most of the subject matter content in general science, biology, and hygiene was not brought to bear on the problems and phenomena that relate to the lives of representative high school graduates.

Consider, though, the interest shown in a suggested topic for curruculum emphasis called "household mechanics." A conspicuously large number (186) asked for such instruction under the "suggested topics in which the school should give instruction" section; still general science might have been expected to deal with these simple phenomena of the household. Had it done so—instead of remaining a sterile textbook reading session—probably more than 34 percent of its enrollees would have found it highly valuable.

Biology's low rating hints that the content of this course also has strayed far from the real problems high school graduates meet. A remarkably large number of respondents found biology to be among the least valuable subjects.

Consider in this connection the strong demand in another section of the survey for a basis for sex education. This was by far the strongest demand among 50 suggested topics. Whereas only 35 expressed doubts about the high school's giving such instruction, 270 said the school should give it.

Physics—carrying certain prestige value—was the only science course rating high with the majority of its enrollees.

The Corona survey gives some credence to the view that the school activity program is as significant as some other parts of the curriculum. Student government came off better than did history and social studies. Physicial education got a bigger vote of confidence than the average competitive sport, although football edged it by a slim margin.

Football was judged most valuable by 36 percent; baseball, by 24; track, by 22, and basketball, by 19.

Table 2—Science Courses of the Greatest Value

Subject	Percent
Physics	69
Chemistry	49
Unified sciences	43
Hygiene	42
General sciences	34
Biology	28

Instruction About Democracy

A mere handful of the social science and history courses enrollees list those courses as among the valuable ones, but the demand for instruction about democracy is second only to the call for sex education. There was also a conspicuous craving for study about "civic problems."

Dry formalized subject matter, in other words, can squeeze the juice from living political questions and leave the course useless.

Table 3—Social Science and History Courses of the Greatest Value

Subject	Percent
Economics	60
Civics	49
US history	32
World history	27
Social science	16
Economic geography	14

In the fine arts group, art got a better vote than any of the music courses or activities, and Spanish proved more valuable than Latin—

the only other foreign language included in the study. Latin also had the dubious honor of winning the most votes in the "courses that should not be given" questionnaire column, 63 graduates recommending that it be thrown out.

In a study of the relative merits of subject courses, it is immediately apparent that variables exist. The teacher, of course, is the greatest one. If we had taken a course in dog calling under Socrates or Emerson, we would doubtless be checking the course as having "greatest value"; had we taken English under a crabbed, neurotic teacher we might check the course among those having the least value.

The number of respondents in this study is so large and the 15-year time span covering years of war and peace and prosperity and depression is so great that the variables do not seriously challenge the validity of the research findings.

The survey's findings in respect to special interests highlight a strong demand for school instruction in sex education, a clear warning signal against the teaching of religion in school, and an implication that many important practical business learnings are being overlooked by the high school.

Table 4—Topics in Which Respondents Feel Need for More Information

Topics	Number
1. Making investments	222
2. Family budgeting	187
3. Economic buying	177
4. Study of taxation	176
5. Study of democracy	169

Table 5—Topics in Which Respondents Do Not Feel the Need for More Instruction

Topics	Number
1. Use of leisure time	148
2. Effects of tobacco	148
3. Effects of alcohol	145
4. Effects of narcotics	138
5. Habits	134

Table 6—Topics in Which Respondents Think the High School Should Give Instruction

Topics	Number
1. Sex Education	270
2. Study of democracy	252
3. Foods and clothing	250
4. Sewing and clothing	241
5. How to get a job	240

Table 7—Topics in Which Respondents Think High School Should Not Give Instruction

Topics	Number
1. Study of religion	113
2. Relief and pensions	75
3. Merit systems	52
4. Study of communism	51
5. Radio appreciation	50

Four out of five items that topped the 50 suggested topics on which graduates felt inadequacies had to do with practical business affairs.

Top items on each query are as shown in Tables 4 through 7.

Suggested topics for study items from among which the foregoing most frequently checked items were selected were: "Ethics and morals," "etiquette and manners," "hobbies," "character training," "self-creativeness," "personality development," "vocational guidance," "how to study," "how to use a library," "how to discover yourself," "family relations," "marriage and divorce," "child training," "care of infants," "cooperatives," "development of leadership," "consumer education," "keeping personal accounts," "household mechanics," "radio appreciation," "art appreciation," "music appreciation," "war and peace,"

(Continued on Page 32)

"Frills"

Reprinted from The Schoolmaster

THERE is an old saying, "Needs must when the devil drives," but in this country in times of financial stress it is customary to deny the devil his chariot and to compensate him with an axe. Even then he is not allowed to go rampaging along, hacking and chopping everything he encounters in his path, but is permitted to suggest items on which to exercise his practised hand, and is usually restricted in his all too freely expressed desires. The extent of these restrictions depends upon the will of the people concerned, a will which scorns a bovine acquiesence, but which, instead, demands to be heard and considered, in the interests of the children.

It begins with a "still, small voice" which gradually develops into a tumult as the effects of the axe-wielder begin to dawn upon the consciousness of the "foregoers."

And then office holders begin to shake in their seats and look imploringly around at each other, mumbling the well worn cliche—"We must cut out the dead wood!"

So long as the excision remains with the dead wood very few will murmur, but if another generation of our young people is to be sacrificed, then it is time that we, as educationists, should call a "Halt," not a wee, simmering, blasé, laryngitical halt, but a robust, strident, stentorian command whose echoes will "touch off" avalanches.

"Cut Out The Frills In The Schools," has been the slogan of the enemies of public schools for years, but who decides what is basic in a school and what subjects or equipment are "frills"?

But it is very necessary that due care should be exercised with regard to the selection of the dead wood. In the eyes of some people dead wood is an all-embracing term for cutting out any new features which have been introduced into the curriculum in order to adapt it to the needs of a changing world. These needs require explanation and, generally speaking, the people who wield axes have no time to listen to explanations.

In the past our teachers have been reproached for failing to infuse life into a barren curriculum and have been constantly reminded that in life there is leisure. Courses in art, handwork, the drama, music, physical training, etc., have been carefully planned to awaken interests which will continue for life. Where the human element has responded there has been a scramble to ensure continuity, witness the Technical Colleges and the Universities; where it has failed to react other sources of enjoyment have been sought. A few days ago the pastor of a church initiated a discussion group. It was so successful that overtures were made to him to fix a definite day in each

week to pursue this activity. Thursday was suggested, whereupon a young man solemnly arose and said, "You can't fix Thursday, because that is the day I do my pools." He *had* to do his pools; whatever "frills" had existed in his day, he had passed by. But he *had* achieved enough knowledge in the three "r's" to do his pools.

So, say the diehards, the practical men, teach the boy to do his job—and leave him to the tender mercies of the pictures, the radio, the dogs, the football matches, and the pools—and we shall have a complete man, a sport, an oracle at the local.

The Crock of Gold

The trouble is that in the past we have overlooked the "frills" and now "frills" of another kind have to be provided to create diversions which develop into habits. These habits permeate the home and tend to conflict with the character-forming efforts of the school. In some cases the home will triumph, in others the school and in others there will be a continual struggle, often ending in an emotional compromise, tending to create a dual personality.

The ordinary routine habits of life are performed unthinkingly; it is often one of the "frills" which adds that spice of colour or variety which makes life worth living.

Some time ago when leather was fairly plentiful I saw a lady proudly displaying a beautifully finished leather handbag, which she informed me had been made by a neighbouring young lady living a few doors away from my house. One day I met this young lady and questioned her about her leatherwork. She informed me that she had been taught in the local senior school in a class held by the headmistress. Leatherwork and music were her main interests and she was the secretary of the local gramophone society.

There must be scores of cases in which the teacher has unconsciously touched a tender chord and the echo has resounded down the ages. Sometimes the touch ends with a crock of gold, at others with just a feeling of satisfaction.

A Canadian Example

Our task then is to present activities to our youthful charges and to encourage and help them to follow their stars. In one Secondary Modern School the Head has organized 27 sets of boys each taking a course ranging from typewriting to internal combustion engines. There is something in the idea of doing the "thing which comes easiest," in other words following one's bent. So when we speak of "frills" let us remember that just as one man's meat is another man's poison so the common practice of one school is the frill of another; it all depends on the type and tradition of the school. French is a language at Harrow but in the eyes of some, a frill at a Secondary Modern School.

All this has been prompted by the perusal of a report in a Canadian newspaper, stating that a council had refused to sanction the building of a new school because education was "getting top heavy"—there were too many "frills"! The policy suggested in the leader was to cut out the frills and this would limit the number of teachers required. Preceding this leader was another on fire proctection. Having visited some of the prairie schools and noted their dilapitated condition whilst endorsing the leader on fire, one could only express hope that on occasion fire might prove a good servant even if a bad master.

Everyone expects the principal to be lavish with encouragement and compliments for teachers; but few think it necessary to do likewise for the principal.—O. H. Schaaf in Ohio Schools.

Teacher Rating? Yes, But by Whom?

JOHN TERVEEN

Business people are especially interested in rating scales for teachers because a business man's income depends on his efficiency. However, no one has yet devised an effective rating scheme for people who work in groups, whether they be teachers, members of the legislature, or superintendents of divisions in railway systems, except through promotions to more responsible and better paying positions. It may be that many teachers would prefer to be paid according to their services, but before any scheme is put into effect, the teachers are entitled to know by whom they will be rated and how.

IN our school district recently we held a meeting for the purpose of accepting or rejecting a new teachers' salary schedule. This schedule was based primarily on the teacher's training and experience with extra compensation for special work. It was a good schedule and after much discussion was finally accepted by a slight margin of votes. There was a general agreement, however, that the new schedule as presented left much to be desired and that the only fair type of salary schedule would be one based on teacher rating. The best teacher should get the most money. The best teacher is the one that imparts the most useful knowledge to the students with the least amount of pain to the student, teachers, and administration, and continues to do so year after year. There are probably some schools in this country that have salary schedules based on teacher rating and I should like to know how it's done. How should teachers be rated? Here are some problems that puzzle me.

1. *Teachers could rate each other.* Good, but how could I rate Mr. Jones or Miss Smith if I had never had the opportunity of observing them teach? All I know about the teaching ability of Mr. Jones and Miss Smith is hearsay, and since hearsay evidence is not accepted in courts of law we should not accept it here. I would probably label Mr. Jones and Miss Smith as excellent teachers because they are good friends of mine. In this district we have some teachers who believe in absolute discipline; their classrooms sound like morgues and the teacher mouths incontroversial knowledge from stacks of books. How would a teacher like that rate a more liberal teacher who believes in projects and committee work, whose classroom is a little noisy with student work? How would the liberal teacher rate the tough one? What is the best method of teaching, does anyone know? What works for one teacher might not work for another.

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Remedial Reading

EDWIN McKENZIE

REMEDIAL reading in its simplest form is a method by which reading difficulties in school children are discovered and diagnosed, and then an appropriate procedure followed by which the pupil can be helped to remedy his own deficiencies.

A doctor cannot cure a patient, he merely assists nature in providing such a situation whereby the patient's body will cure itself. Similarly a teacher cannot force education into a pupil, but merely provides the necessary interest and environment so that the pupil will learn for himself.

In no subject is this more true than in reading, and fortunately in no other subject is the average student so eager to help himself.

In a normal situation the average student will experience little difficulty in learning to read in school, in the period from grade one to grade six, but as we are dealing with human beings, we find many cases or situations that are not normal, and which produce a need for remedial reading.

As a child proceeds upward through the grades in school the work becomes progressively more difficult, and all school work is based on the pupil's ability to read. If a student has not mastered the skills required in reading then all his school work will suffer. The farther he proceeds in school the greater will the difficulty be, and it is not long before the child is faced with a situation where he is attempting to accomplish something which for him is impossible. This situation does not develop with dramatic suddenness, rather it accumulates slowly, but the evidence that it exists is often startlingly plain to those who are alert for it and are trained to see it.

The child who starts out well in his school career, and then gradually becomes less adept at scholarship; the child who is a daydreamer in school; the child who is the teacher's "problem child"; the child who becomes the habitual truant; the child who "hates" school — all these types of child behavior may be traced to inability to do school work, and often this inability may be traced back to the failure to interpret accurately, the printed word.

We have come a long way in teaching reading. Readers are no longer dull, uninteresting books, nor are they concerned with teaching moral platitudes. Today's textbooks in reading are graded to the pupils' reading ability, well-printed, well-illustrated, and above all they contain interesting stories with a wide variety of topics designed to interest boys and girls with almost any home background.

The teaching of reading today is much more a science than it was fifty years ago. Teachers' manuals for the readers offer many practical suggestions for making lessons more lively. Workbooks provide exercises which are designed to measure pupils' ef-

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Reprinted from The Alberta Home and School News.

ficiency in reading. Special tests are available which measure accurately the ability of a boy or girl to read the printed words and to understand the implied meaning.

And yet with all the advances which have been made, there are still boys and girls who have trouble in learning to read. The reasons for such trouble may be many, but we are sure of one thing, it is rarely the fault of the student himself. Whatever the reason for the trouble may be, the fact remains that when a reading deficiency is discovered the teacher is faced with a situation which requires remedial reading.

The teaching of remedial reading is not a complicated process, nor is it one which can be done by an expert only. It is a method which any classroom teacher, who has time, can assist a pupil to learn to read, even though he has failed many times before. The only qualifications necessary for any teacher to be a teacher in remedial reading are that he be genuinely interested in teaching the child to read, that he understand the principles involved in teaching reading, that he have the time in school hours for such a program, and that he have patience. Results are not dramatic, progress is often slow, sometimes disappointingly so, and yet when a small measure of success does come, the results are well worth the time and effort involved. As a teacher of social studies and English in the junior high school grades I was very acutely aware that deficiencies in reading were disastrous to a student who was told to look up material in a textbook for a report on some project the class was working on. It is actually pitiful to observe the ways by which the poor readers in a class attempt to pry out the meaning of the printed word in a textbook, in order that they can hold up their own end in group work. More often than not, however, such students end up by doing the manual labour required in such reports, the printing, the drawing of maps, or the art work, while other pupils actually look up the required information.

Edwin McKenzie is vice-principal of Connaught School, Medicine Hat, and is the Southeastern District representative on the Executive Council of the Alberta Teachers' Association.

When the opportunity came to take a special course in Remedial Reading at the university, I took advantage of it, and there I gained the interest in reading problems which has enabled me to carry on a small course in remedial reading in my own school.

In a school of four hundred pupils it was not difficult to find many cases which were in need of remedial instruction, so the matter of selection narrowed itself down to selecting students who, because they were in grades six, seven, or eight, would only have at the most three more years of formal reading instruction. I gave preference to the students in grades seven and eight and even then I had difficulty in narrowing the group down to a size which would give me sufficient time to provide the individual instruction so necessary.

After administering a silent reading test to determine the nature of each pupil's difficulty, I arranged the class as much as possible into groups of relatively equal ability. Twelve students, divided into two or three groups kept me busy arranging special lessons, particularly as such lessons must be made as intensely interesting as possible in order that interest may not lag. It was interesting to note, however, that the students themselves required much less motivation than would an ordinary

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Teacher Education

GEORGE D. STODDARD

MY remarks clearly are worded in the negative, but they are not meant to be depressing. I have been a teacher all my life, even though recently removed from blackboard and chalk. As teachers, we are shackled in many ways in carrying on the good work, but the restraint lies chiefly within ourselves. We are held back by old habits and mental attitudes that teachers share with other persons. Consider, for example, these six fallacies: (1) *Anybody can teach.* (2) *Words will suffice.* (3) *Deeds will suffice.* (4) *You can ignore the group situation.* (5) *Whatever is, is good.* (6) *America is some other place.* Let us spend a few minutes on each of these false doctrines.

Certainly if *anybody can teach,* teaching will be cheap—and so it has been until very recent times. It is an old problem. In a book called *The Govenour,* which was written nearly four hundred years ago, we find this passage:

*A gentilman, er he take a cooke in his service, wyll fyrste examyne hym diligently, how many sortes of meates, potages, and sauces he can perfectly make, and howe wel he can season them: that they may be bothe plesaunt and nouryshynge. Yea, and if it be but a fauconer, he wyll scrupulouslye enquire, what skyl he hath in feedynge, called diete, and kepyng of his hauke from al syknes. And to such a cooke or fauconer, whom he fyndeth expert, he spareth not to gyve muche wages, with outher bounteous rewardes. But of a schoolmaister, to whom he wyll comytte his chylde to be fed with learnynge, and instructed in vertue, whose lyfe shal be the principal monument of his name and honour, he never maketh further inquery, but where he maye have a schoolmaister, and with how littell charge.**

Perhaps we should say that almost anybody *can learn to teach*—with or without benefit of a teachers' college. All parents teach their offspring, but what they teach them is rarely found in the curriculum. Of course, teachers have been known to fall down, too. I recall the case of a 14-year-old pupil in a junior high school in Des Moines. In a statewide spelling test he came in at the bottom—the worst speller in the whole state of Iowa! It was a dictated test based on the commonest words from Thorndike and Horn vocabulary lists. This boy tried 47 words out of 50 and missed all 47; imagine that, after eight years of schooling! Subsequent clinical inquiry revealed that he was not deaf—and he was not "dumb" either. All the psychologist could get out of him was, "I just don't like spelling." Some of

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*G. A. Plimpton, The Education of Shakespeare, Oxford University Press, 1933.

us built up a certain admiration for this boy—what heroic resistance to flash cards, pressure, punishment, and propaganda! Hitler never would have sold him a "bill of goods."

There is, in short, something elusive about teaching; we are not born with the art.

For centuries teachers held that *words would suffice.* The medieval anatomist would not look in a horse's mouth; he preferred to argue learnedly about the number of teeth a horse should have. We still get caught in this error. In introducing a new curriculum in teacher education some years ago, we wondered how we could make room for child development, adolescence, mental hygiene, and parent education—all backed by experiment and observation. We need not have worried. We discovered 20 hours of straight theory on the principles of learning, devoid of three-dimensional support.

Words, after all, stand for something. How big is an elephant? One of my boys guessed it was about the size of a mouse because mouse and elephant were drawn that way in a kindergarten book. He got the fright of his life in confronting a real elephant at the Chicago zoo! In teaching child development, I used to display a child about three-and-a-half years old as a guinea pig for a class of juniors, seniors, and graduates from other academic areas. *How old is this child?* was the first question. The answers would run from ten months to eight years! *What is his vocabulary likely to be?* Answers ran from 50 words to 10,000 words. *What does he weigh?* Anywhere from 15 pounds to 100 pounds. *What kind of games would he like to play with you?* Anything from piling up two blocks to checkers. So it went. Students do not know any more about children than they do about plants, rocks, or stars; they must learn through systematic observation.

The other extreme is to hold that *deeds will suffice.* Think of the millions of synthetic grocery bills that were supposed to yield a knowledge of *number!* One of the things I mastered personally in arithmetic was how to get wallpaper around corners leaving cut-outs for windows. There was once a graduate student who thought he would list all the things a superintendent of schools had to do. A college could then put all these things in a curriculum, and, behold, we would have superintendents of unusual wisdom. After painstakingly analyzing some 2,000 separate tasks, he came to the reluctant conclusion that something was wrong somewhere. No man could know that much! Of course not, except as *generalizing principles* were discovered and utilized. In a test for college freshmen, as a means of encouragement, we put in as item number one: *If two apples cost 10 cents, how much would six apples cost?* Everybody got it right. Then, farther down, we asked, if n apples cost d dollars, how much would x apples cost? Obviously this is the same question, generalized. Almost 50 percent missed this one, one frustrated freshman writing in red ink on the side of the test blank: "This is impossible."

Separate deeds need a common relationship; abstraction brings meaningfulness to illustration. Without abstraction, there is no intelligence.

The next fallacy is *you can ignore the group situation.* I recall, in this connection, Kurt Lewin's cracker-eating situation. He sat at a desk opposite a child—a stranger to him—and succeeded in getting the child, on occasion, to eat 12 dry soda crackers shortly after breakfast! This is an extraordinary demonstration of persuasive power; some parents cannot get a child to eat even ice cream. Lewin constructed an imaginary group situation involving other children. He would point out to Jackie that Bobbie had eaten only seven, but

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Beyond the basic one or two thousand words which make up ninety percent of the words used in written expression, vocabularies become more specialized. Each child's environment indicates many of his "special" words and his personal activities reveal still more.

Two Thousand Words Are Not Enough

CHARLES E. JOHNSON
New York State Education

SOME of the most outstanding research in the field of spelling has been done to determine which words should be taught in the elementary school curriculum. Prominent names associated with these studies are Ayres, Thorndike, Buckingham, Dolch, and Rinsland. The research has been designed to determine the most common words used in the written language of either children or adults. The studies have shown that one to two thousand words constitute from ninety to ninety-five percent of the words used in all written expression. Beyond this point it seems that written vocabularies become more specialized. This does not mean that we have at our command merely two or three thousand words. It means that, in addition to the two thousand words which we have in common with each other, there are other words we know and use which are a part of our own written vocabularies, but which are not necessarily a part of the vocabularies of others. This, then, may present the problem of the special spelling needs of children.

Many teachers consider that a thorough job has been done when the two thousand basic words have been taught. This should, however, be only a part of the task; for in order to be thoroughly competent, the child would need to use many words which appear on none of the standardized lists. If, for example, the child uses five hundred different words in an original story, there may be from twenty-five to fifty words which he needs to use but which he has never been taught. It seems reasonable to conclude then that the teacher should attempt to go beyond the spelling books and help the child to develop his written vocabulary to the point where he more closely approaches perfection in meeting his spelling needs.

Environment Indicates Spelling Needs

The teacher may well ask where he may turn to select these spelling words needed in the child's specialized vocabulary. The child's environment may indicate some of his needs along these lines. In school there are tests and compositions which, because they are specialized subject matter fields, demand a specialized vocabulary. Written material is often demanded through contacts with such community organizations as the church, scout groups, the YMCA, and perhaps in part-time job demands such as the boy's paper route. At home there are letters, notes, grocery lists, and hobbies which contribute words essential in the child's specialized spelling vocabulary. If the teacher considers these spelling demands, he finds that the field is limitless and he may also find that

some organization of these words is necessary.

Most of the words seem to fall into three lists: (1) those words which the entire class should know because they are a part of the common classroom vocabulary; (2) those words which the entire class should know because they are a part of the common spelling needs outside of school; and (3) those words which may form the individual's personal spelling list.

The first list is perhaps the easiest to develop because it may be formulated by the teacher from the subject matter materials and incorporated with the regular spelling assignments. Another way in which this list may be compiled is for the teacher to correct the spelling on subject matter papers and to return the corrections to the children to study and write in spelling notebooks. The second and third lists may be found more difficult.

A Class List of Spelling Needs

The teacher should probably look to the out-of-school environment in the formulation of the second list of essential words — those words required by the class as a whole outside of school. Each child should be able to spell the name of his village or city, and the names of villages and cities nearby. It would also seem necessary that he be able to spell the names of the most important streets in the community, the major industries, as well as the more outstanding business establishments and personalities, e.g., mayor, senator, etc. The following checklist has been prepared to serve as a guide in the selection of these words. This checklist should be considered only as a guide since the personal spelling needs of the individuals within the community undoubtedly vary.

Checklist of Names for the Class

1. Village or city
2. Cities and villages nearby
3. County
4. Important streets in the community
5. School
6. Principal of the school
7. Teacher
8. Children in the classroom
9. Other teachers
10. Public library
11. Community's major industries
12. Community's largest stores
13. Most prominent community leaders
14. Holidays
15. Common foods, special dishes, sweets
16. Most frequented theatres
17. Items of clothing
18. Common sport activities
19. Children's clubs
20. Most common religious sects

Each Child Has Individual Spelling Needs

The individualized spelling word list, more difficult to devise in a large classroom, is nonetheless important here. Certainly each child should be able to spell his own middle name, and the first names of his parents and brothers and sisters. He will undoubtedly be called upon from time to time to write the name of his birthplace, the sports activities he prefers, and the church he attends. The list then becomes seemingly endless and yet is perhaps a most useful list for the child. The following is a partial list of sources from which posssible spelling words for the indivdualized spelling vocabulary may be derived.

Checklist of Names for Individuals

1. Parents
2. Brothers and sisters
3. Place of birth
4. Pets
5. Streets on which the child lives
6. Favorite hobbies and the vocabularies associated with them.
7. Closest friends
8. Neighbours

9. Preferred sports
10. Make of the family car
11. Favorite foods
12. Favorite authors and books
13. Father's place of business
14. Clubs to which the child belongs
15. Favorite movie actors and actresses
16. Names and addresses of correspondents
17. Church and minister
18. Doctor
19. Dentist
20. Sunday School teacher

Suggestions for Teaching Individual Lists

The words on the first two lists mentioned may be taught in the manner customarily used in the classroom since these are simply lists of words in common usage in this particular environment. The teacher may, however, experience some difficulty in approaching the teaching of the more individualized list. Some suggestions for teaching these words may be therefore desirable.

Perhaps the simplest way to handle this problem may be to dictate a list to the children in this fashion:

1. Write the name of your mother.
2. Write the name of your father.
3. Write the name of your brother or brothers.
4. Write the name of your sister or sisters.
5. Write the name of the street on which you live.

In this way the teacher dictates a single statement while each child writes a different answer.

Another suggestion is for the teacher to develop such activities for the children as the following: (1) preparing an application for a dog license, (2) arranging a dinner table seating chart for a party, (3) filling in an application for a working permit, and (4) writing a grocery list. In these activities the teacher may prepare a similar form for each child to complete and thus the matter of correcting these papers is similar to that of any other set of spelling papers. With this plan it seems reasonable to suppose that the child will begin to see the usefulness of learning these words.

The third plan is perhaps the most complicated. This is to encourage the children to write original stories on subjects in which they are interested. After the teacher has corrected these compositions for spelling errors each child may keep a list of his misspelled words in his notebook for directed study.

To supplement current research in the development of spelling lists, it may be desirable to investigate the individual spelling needs of children. These needs will differ widely not only in each classroom but among children within a given classroom. The teacher has a responsibility in helping to devise and teach appropriate word lists which each pupil should have in order to meet his personal needs.

It Pays to Get Old in Copehagen

In the Copehagen, Denmark, municipal schools, the retiring age for teachers is 70, but a teacher may resign at 65. In the primary school classes, teachers teach 36 hours a week; those who have attained the age of 55 teach 33 hours, and those who have reached 60, only 30 hours. In the intermediate school, payment varies with the subject. Thus, in teaching Danish, foreign languages, and arithmetic, three hours are reckoned as four paid hours.—Scottish Educational Journal.

Contact with students in the classroom will give a principal a better understanding of student problems.

Principals Should Be Teachers, Too—

GEORGE H. COLEBANK
West Virginia School Journal

A DIARY of a high school principal of twenty-five years ago compared with one fifteen years later reveals significant developments in the administrative philosophy of the principal. Each had a secretary and the schools were similar in type.

In the main, the first principal busied himself throughout the day with routine matters that could have been done as well by the pupils and the teachers. He had done little advanced planning; seemed to work blindly without purpose, doing the things that happened to confront him.

The second principal had planned the day as one of leadership. He fully recognized that his administrative duties meant nothing except as they related to teaching, and that teaching problems must be handled in the light of the educational welfare of the pupils. In fact, practically all of his activities were concerned with the instruction of pupils.

Teacher Not Office Manager

He directed his energies and activities in the role of the master teacher rather than that of office manager. His schedule had been planned so that he would teach at least one class, not as a necessity brought on by the shortage of teachers, but as a privilege. He believes that this actual teaching experience of the principal should vary from year to year in more than one field and should include different grades.

The writer has made it a practice during his work as principal to teach at least one regular class period each year. He regards this phase of his work as the most important of his activities. This personal contact with students will be very helpful to a principal in his other role as administrator. In the role of the teacher he should be a "master teacher" and thereby a source of help and inspiration to all his teachers.

There is no investment of time that a principal can make which will be as productive in the educational development of his pupils and teachers as that made in doing daily a masterful bit of classroom teaching. He will have a more sympathetic understanding of the teacher's classroom problems. This experience will enable him to guide and direct with more confidence the teaching problems of the school. It will furnish a real laboratory in which many of his theories of learning and teaching can be tried out. This personal touch in the classroom will provide a better understanding of the characteristics of adolescence. The principal who does some teaching will be better able to exercise wiser and more intelligent leadership with pupils and teachers.

The efficiency of the administrator

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A Philosophy of Education

C. C. PITT
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WHAT are the chief goals of education? What do we most want for our children today? Perhaps a negative approach may serve to throw into sharper relief our aims and purposes. Let us ask ourselves. "What are the things which we, as educators, might do which would most damage the boys and girls entrusted to us? What are the really *crippling* practices in education?" We cannot here give a systematic treatment of the philosophy of education but the approach we suggest may be more practical in throwing oblique light on the fundamental purposes of education.

How can we cripple a child for life? We can shut him up in an overcrowded classroom, give him a textbook that is uninteresting and unattractive, give him an education which is second rate, or not enough of it—and we shall have made a real beginning in damaging a child for life.

I am convinced that the most crippling thing we can do is to give the child a teacher who does not believe in democratic principles, who does not have faith in the personal worth and in the capabilities of *every* child in his classroom. Let me tell you about two friends of mine—Jack and Frank. Jack is a brilliant worker in cancer research on the staff of one of our great universities. He will leave his mark in the field of medical research. Frank does a job which involves more brawn than brains—lifting heavy tire moulds all day long. Frank's teeth stick out and his hair sticks up. His grammar is a thing to be wondered at! Speaking of Frank the other day, Jack said "I don't know how anyone can bother about Frank. He's so ignorant. He will never amount to anything." This is dangerous doctrine—that one man is not as worthy an individual as another. In the totalitarian country, Jack's view becomes that which places faith in the few, in a religious or military or intellectual elite. Only the few are worthy of education. Only the few can *really* contribute. This doctrine strikes at the very heart of the democratic ideal. Democracy has faith in the ability of *every* man to inch forward the common good. No matter what the individual's colour, creed, education, or lack of it, clothes, grammatical errors, personal grooming or what-

To Cripple A Child For Life

Shut him up in an overcrowded classroom—

Give him a textbook that is uninteresting and unattractive—

Give him an education that is second rate or not enough of it—

. . . and we shall have made a real beginning in damaging a child for life.

ever else makes for differences among men—democracy believes that *every* man is worthy of respect, and is capable of making a worthwhile contribution. Democracy places supreme value upon the ability of *every* individual. During the last fifty years natural scientists have proven to us that our material resources are limitless. Now our social scientists have evidence to indicate that our human nature resources are limitless too, that every man, given the stimulus of adequate education, can have a part in the solution of men's problems. We may now declare that which fifty years ago was but an expression of faith rather than fact. Scientific evidence now supports the democratic faith in the the capacities of every person.

In the classroom, then, the most crippling thing we can do is to give children a teacher who does *not* respect the personality of each individual child; who cannot entertain the possibility that the pupil may be right and the teacher wrong; who treats an infraction of school rules as a personal affront rather than a lack of growth; who scars the young personality with sarcasm; who believes that only the clever children are really worth her time and effort, or, conversely, that only the dullards should command them; who receives a pupil's incorrect or insufficient contribution with suspicion or impatience rather than in good faith; whose own psychological needs are fed at the expense of the child personalities, encouraging the "apple-polisher" and the model child who jumps to carry out the teacher's wish; who gives differential treatment on the basis of colour, or religion, or family, or natural likeableness, or relationship to the local trustee; who believes that it is more important to teach facts rather than persons; who has a lack of sensitivity to what school practices and teachers may do for or to the mental health of children; who is authoritarian and dictatorial, his self terribly insecure if everything, including the pupil, is not in its place; who thinks of the child and the adult, the pupil and the teacher, as representing two quite different classes between whom there is a great gulf fixed. The democratic way of life is simply a particular way of thinking about other people, and children are people.

Secondly, if you wish to set out on a really effective program of crippling children for life, treat children as though they were all the same. Assume that children are pretty much alike to being with, that you can pour them all into the same mould, give them the same treatment, and expect pretty much the same product at the end of the assembly line. Actually, the individual differences among children are enough to stagger the

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1. Teachers must believe in democratic principles and have faith in the personal worth and capabilities of every child in their classroom.

2. Teachers must understand that the individual differences among children are enough to stagger the imagination, and that the school's function is to develop to the fullest the potential capacities of each child.

3. In the democratic school the child must be given an enormous amount of practice in thinking for himself.

4. It is the school's function to demonstrate to individuals the processes and possibilities of the solution of problems by groups to prepare pupils for life in society.

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imagination of any teacher. Here is Thelma, who cannot hear if you stood beside her and shouted your loudest; Michael, who cannot see clearly six inch letters even if he came quite close to the board; Alex, who is malnourished so that he becomes easily fatigued and cannot bring all of his abilities to bear in the school situation. Here is a typical school in which we can find girls in grade five who have already entered upon adolescence; and in grade nine classes in the same school system boys who have not even begun this stage of development. Here is a grade six class in which we have an eleven-year old with a mental age of fifteen and thirteen-year old child with mental abilities equal to the average ten-year old. In the same class, some children have a reading ability of grade four, some, of grade ten. These great ranges of skill may be equally true for ability in games, in arthmetic, in emotional maturity, in social ability, and so on. We cannot ignore the tremendous individual differences which obtain even in a single classroom. Special equipment, much smaller classes, differentiated materials and, above all, skillful teachers, are essential. It is clear that if progress in a democracy depends on the contribution of each citizen, then the democratic school's function must be to develop to the very fullest the potential capacities of *every* child.

What next? If we deliberately set out to cripple a child for life we would seek to prevent his learning to think. One of the best ways we can do this is to do all his thinking for him. Rob him of opportunities to practise thinking. This is the task of education in a dictatorship, to teach people to act *without the mediation of intelligence,* to teach the masses to react *automatically* to the command of the leader. In the democratic school, however, the child must be given an enormous amount of practice in thinking for himself. He must be faced continually with the opportunity to work through problematic situations, problems which are really problems to him, not just to the teacher. During this past year I have been assisting in an experiment in human relations classes in which children are free to discuss and move toward a solution of what is a problem to *them.* A grade four class is concerned about the way their brothers and sisters behave toward them. Grade nine students have the problem of dating and petting to resolve. With a grade eleven class, the question of how to be popular is the most important problem with which they are faced. There is all sorts of real life material on which children may practise their ability to think. Children *can* solve problems. Let us not assume that we, the authorities, have all the answers. Let us not teach that the parent, the teacher, the textbook, is always right, for if we do, our children will have substantially the same answers as do we; we shall have taught for the maintenance of the *status quo,* for things as they are; we shall have made no provision for progress. Our pupils will have advanced no further than we.

Finally, if we as educators would do irreparable damage to children, let us lose sight of the fact that a child learns best in a social situation and that we are preparing him for life in a society. How much harm we do when we teach him that it is more important to get along with books than to get along with people, or when we simply say that improving the child's social intelligence is not the task of the school. It *is* the school's function, I believe, to demonstrate to individuals the processes and the possibilities of the solution of problems by groups. If I were to hazard a guess as to possible future

changes in the training of teachers it would be to predict that we teachers must receive education in what might be termed the chemistry of groups. What constitutes a good group anyway? How can the teacher become a more effective catalyst in helping the group to set up goals, to choose leaders, to initiate action, to encourage the non-contributor? How can she, with Dewey, cultivate in the individual the social spirit and the power to act socially? Surely we must teach a responsible conscience for this last even more effectively than we shape a "spelling conscience." The adjustments and problems which face a child in his social groups—his family and his peer group, for example—are of tremendous importance to him. He *must* live with groups. It is our function, to help him do this with more enjoyment to himself and with enhanced value to the group.

I am particularly anxious that you business officials, whom I see as "facilitators" in educational enterprise, many of whom help shape school policy and are very close to those who decide it, should think a bit about some of the notions I have discussed. We have talked about crippling children for life. Take a child. Any child. He might be the brightest lad in town. He might be your boy. Do these things to him. Give him a teacher who is not fundamentally democratic in her attitude towards people (and remember again that children are people) treat him as though he is about the same as every other child in too large a class, make no differentiation for him if he is physically, socially, or mentally handicapped or advantaged; don't set up a program which will give him plenty of practice in learning to think; and finally, place only minor importance on educating him for social living. Do all these things to him and you will have begun the damaging process which will cripple him for life! Oh, he may make out all right. He may become a pretty good citizen, but *in terms of what he might have been* he will be something to make you weep!

Reprinted from School Progress.

Teacher Education

(Continued from Page 19)

Jackie, of course, was a little fellow not able to do much. Lewin created a goal, a sense of direction and of competition. Without such aids most children stopped eating crackers at about the third one; they would look up with a hurt expression, saying silently, "How long is this to go on—no more for me!" Similarly Lewin's famous studies of democratic and authoritarian atmospheres were relevant to the crucial problem of motivation.

It is perhaps true that whatever is, once looked good. Does it now? Every idea, every plan, should be examined by the teacher; nothing should come in a seamless package from above. The textbook can be wrong, as it was in teaching thousands of young scientists in high school and college that there was not, and *could not be*, such a thing as a positron. Teachers, above all other groups in America, can afford to be alert to what is new, different, and forward-looking. Their youngest pupils prefer the jet to the propeller.

Finally, there is an unreal feeling that creeps in on us, that the good life is over the mountain, beyond the river, or across the sea. Well, we hope that all people find a good life and we enjoy visiting them. They can teach us. Basically what is good for us is right here before our eyes; the treasures are in our homes, our schools, our neighbourhoods.

Executive Council Election, 1953
Alberta Teachers' Association

Nominations and Acceptances

By-law No. 43 states:

"Nominations and acceptances must be received by the General Secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election of the Executive Council of this Association for 1953-54, and acceptance of nominations, **must be received at Head Office, on or before February 21, 1953, 12 o'clock noon.**

A general meeting of the local, or the executive council thereof, by resolution in meeting assembled, must make formal nomination or nominations and transmit to Head Office the nomination, in the form prescribed by the Executive, **together with the acceptance of the candidate or candidates.** Any sublocal, through its own council may suggest to the executive council of its local the name of any proposed candidate for election as president, vice-president, and district representative.

Eligibility of Members to Vote

By-law No. 38 states:

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding counting of the ballots, shall be entitled to vote in the election of the Executive Council."

Eligibility of Members for Election to Executive Council

By-law No. 34 states:

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he (a) is a member in good standing, and (b) is entitled to vote in the election of the Executive Council, and (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation; provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

By-law No. 42 states:

"To be eligible for nomination as a candidate for the office of president the proposed nominee shall have served previously as a member of the Executive Council."

Nominees for election to the office of **president** may be selected from the province at large.

Nominees for election to the office of **vice-president** may be selected from the province at large.

Each nominee for election to the office of **district representative** must be teaching in his own geographic district at the time of his nomination.

Geographic Districts

Northwestern Alberta Constituency—All schools situated within the area covered by the following school divisions: East Smoky, Fairview, Fort Vermilion, Grande Prairie County, High Prairie, Peace River, Spirit River, and the area from Slave Lake east to the boundary of Athabasca Division.

Northeastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Athabasca, Bonnyville, Lac La Biche, Lamont, Smoky Lake, St.

Resolutions to the AGM, 1953
Alberta Teachers' Association

Resolutions for consideration by the Annual General Meeting shall be submitted:

1. By authority of a general meeting of a local association,

2. By authority of a resolution passed by the executive council of a local association.

A certified sublocal may pass a resolution and forward it to the executive council of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

After the meeting of the Resolutions Committee, the resolutions are printed and sent out to all accredited locals. Arrangements should be made for each local or its executive council to meet between **receipt of The ATA Magazine for March, which will be mailed on or about March 10, and the Annual General Meeting** in order that the resolutions may be discussed.

Resolutions shall be forwarded to the Head Office in the form prescribed and shall be verified by a Statutory Declaration and **must be received not later than February 20, 1953, 5:00 p.m.**

Paul, Two Hills, and all territory outside the boundaries of any school division north to the North Saskatchewan River, east of the fifth meridian.

Edmonton District Constituency—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Sturgeon, Thorhild, West Jasper Place, and Westlock (north to the boundary of the Athabasca School Division).

Central Western Alberta Constituency — All schools situated within the area covered by the following school divisions: Lacombe, Olds, Ponoka County, Red Deer, Rocky Mountain and West-Brazeau Line, Stettler, Strawberry, and Wetaskiwin.

Central Eastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Camrose, Castor, Holden, Killam, Neutral Hills, Provost, Vegreville, Vermilion, and Wainwright.

Calgary District Constituency—All schools situated within the City of Calgary and the area covered by the following school divisions: Bow Valley, Calgary (and West Canmore-Banff Line), Drumheller, Foothills, Red Deer Valley, Wheatlands, and Vulcan County.

Southwestern Alberta Constituency—All schools situated within the City of Lethbridge, and within the boundaries of the following school divisions: Lethbridge, Macleod, Pincher Creek, St. Mary's River, and Taber.

Southeastern Alberta Constituency —All schools situated within the City of Medicine Hat, and within the boundaries of the following school divisions: Acadia, Berry Creek, EID, Foremost, Medicine Hat, and Sullivan Lake.

Please Answer Soon

(Continued from Page 8)

think of. Make your letter exactly everyone else's. There are plenty of other people applying for this job, so why make yourself conspicuous by drawing attention to your letter? Write it on hotel stationery, if possible, to show that you are a person of discernment and good taste.

If you move to a new address, don't notify the postmaster as it's none of his business. If you are a married woman, sign your name plain Honoria Jones and let the reader figure out whether you are Mrs. or Miss; the exercise will be good for him.

Don't read your correspondent's last letter over again before you answer it; don't re-read your own letter before posting it; don't enclose anything, especially if you have said you are enclosing something; don't take the trouble to verify your statements or accusations. Libel suits are interesting, and many people get their start in life that way, especially lawyers.

Be sarcastic, peevish, or downright cranky if you feel like it; after all, a letter is an expression of personality and heaven knows you have plenty of that. You will feel better if you unload your fears, frustrations, and family feuds on your correspondent. Maybe if you give an incorrect address or no address, and make your signature illegible he won't answer anyway.

The above rules are hallowed by time and are positively guaranteed to be 100% effective for suicide purposes. If you observe all of them meticulously, though you build your earthly habitation in the depth of an impenetrable forest, the world will make a beaten path to your door to beat your brains out.

The Retort Courteous

Shakespeare puts these words in the mouth of Touchstone: "O sir, we quarrel in print; I will name you the degrees. The first, the retort courteous; the second, the quip modest; the third, the reply churlish; the fourth, the reproof valiant; the fifth, the countercheck quarrelsome; the sixth, the lie with circumstance; the seventh, the lie direct. All these you may avoid but the lie direct; and you may avoid that, too, with an if. Your if is the only peacemaker; much virtue in if." It is not considered good form to use any but the first two of Shakespeare's degrees of disagreement. Many years ago the wisest man of antiquity said, "A soft answer turneth away wrath: but grievous words stir up anger."

Before writing a churlish letter one should ask himself, "How would I talk to this person if I were face to face with him?" Sometimes one can heap coals of fire on a fancied enemy by treating him with more than ordinary courtesy, or by doing him a favor. A letter is a first-class medium for using this diabolical technique, but the favor must be genuine, and carefully underdone.

Not all letters can be full of sweetness and light. Occasionally, good relations become strained and it appears necessary to make a complaint. One should remember, however, that it is always possible to disagree without being disagreeable, to complain without plaintiveness, and to resent without reprehension. L. E. Frailey in his book, *Smooth Sailing Letters* says, "Your letter is just *you*—reaching out across space,—giving the reader the message that you would give him in the same way if he were seated at your desk." I have in my possession a series of letters relating to a bookkeeper's error in recording hospital insurance payments. For many months these payments though regularly made

were not acknowledged, and, as it later was revealed, they were not entered in the books of the company. After an interchange of letters between the aggrieved policy-holder and the company, the secretary acknowledged her error by the following contrite yet sparkling letter: "We are enclosing your contract marked paid in full, and my only regret is that we are unable to have this engraved on platinum. You are certainly a good sport, and we wish to assure you that you can now be ill in peace. Just present this card to your favorite hospital and then proceed to enjoy your operations. Thanks for your cooperation and understanding in a very regrettable situation."

Some Uneducated People Are Not Ignorant

Lillian Eichler Watson in her *Standard Book of Letter Writing* says, "The language of a letter should not be too terribly different from the language that one uses every day. Letter-writing should be concise and direct; like the modern way of talking, a letter should be friendly and fast-moving." Genius, like gold, is where you find it. During the depression the sitting member of the legislature for a drought-stricken area in this province used to take pleasure in reading publicly the following: "I got your letter about what I owes you. Now you be patient. When them that owes me pays me I will pay you. But if this was Judgment Day and you was no more prepared to meet your Master as I am to meet your bill, mister you would sure have to go to Hell. Hoping you will do this I am yours truly."

Use Postscripts Sparingly

A postscript is an afterthought, and usually betokens slipshod thinking and some defect in your organization and planning. But it can be sometimes effectively used to add point and emphasis. A school inspector is credited with the following letter: "How well did you know Murphy? Acting on your advice I gave him a job. He got fifty dollars from a bank in this town on his personal cheque and one hundred dollars from another bank in a nearby town, and then he hurriedly withdrew. Both cheques were extremely elastic.

"P.S. *His* checking system is better than yours."

Building for the Future

> *It is the school, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.—H. G. Wells, NEA News.*

The RIGHT CURRICULUM for the 1950's

(Continued from Page 12)

"press and public opinion," "international goodwill," "race relations," "capital and labour," "study of socialism," "public safety," "farm marketing," "civic problems," and "propaganda analysis."

In the free response section of the questionnaire, two comments were made with a frequency that caused them to dwarf all others. In essence they were:

1. "I wish I had been made to work harder in high school, especially on such things as speaking and writing plain English correctly."

2. "High school had too many courses for college preparation and not enough for the many students whose education stops at the high school level." (The comment was made as often by respondents who had gone on to college as by those who hadn't attended college.)

Prize Product

Corona's extensive survey suggests that the high school's prize product is its instruction in the fundamentals of speaking and writing. It supports the economic education people's claim that high school graduates should go out with more knowledge of investments, family budgeting, economic buying, and taxation.

It implies a strong public interest in practicality in the curriculum. Practical mathematics rates high, algebra and geometry rate low. The need for "household mechanics" is high, but the need for "general science " is rated low. There is a strong call for instruction in the workings of democracy, but a low rating for "social science." There's a clear demand for sex education and a contempt for biology.

The modern firm that expects to go forward minds all kinds of research—including that which discloses the customer's opinion of the product. The school cannot fully know the mind of its community—and thereby have the basis for winning full confidence—until it goes to the horse's mouth for some of the answers about the right curriculum for the mid-Twentieth Century schools.

Remedial Reading

(Continued from Page 17)

class. Because of their age and grade, it was possible to treat them as adults, by explaining in the introductory lesson just what I was attempting to do and then enlisting their support. In almost every case the pupils recognized that reading was their chief difficulty in school, and that if they could learn to read, school work would be much easier for them.

There is not time in such a brief article to go into detail of how the lessons were taught. It was simply a matter of starting the reading at the level at which the pupils were, as revealed by the preliminary tests. In my case it meant going back to grade four and five textbooks and starting from there; although before the year was out we had progressed into at least one other grade level of the reader and in some cases two. The students didn't object to going back to reading a book which they had read before, if such were necessary, nor did they feel hurt at having to read a grade four book when they

were actually in grade seven or eight. They recognized the purpose behind the choice and cheerfully cooperated.

As the program moved along I made it a practice to see that each student received profuse praise for a slight improvement, and he was made to see that he could, by his own efforts, improve his own reading. I encouraged extra reading at home by recommending easy books, high in interest rating, for the pupils to read themselves. As is usually the case, an improvement came in reading ability, improvement also was noticed in spelling, writing, and written work. The relationship between the ability to read, write, and spell is very close.

In conclusion I might say that although a remedial reading program is extra work for any teacher, the rewards in watching the enthusiasm and progress of the retarded reader more than compensate for the extra work involved. The difficulty which arises today, and which will continue to get worse is that the present overcrowding of the schools puts more pupils into the rooms, thus reducing the amount of time which each classroom teacher can spend with his pupils helping them in their individual problems. This overcrowding and consequent overburdening of each teacher further reduces the time which the teacher can possibly devote to one or two students in every class who really need considerable extra attention. It is a vicious cycle, and one which can only be stopped when the general public realizes the situation and decides to do something about it. Educators have done research into the matter. They know the answer. It is up to the taxpaying public to provide the means by building more schools, hiring better teachers, and keeping individual classroom enrollment below thirty pupils.

SUMMER SESSION
UNIVERSITY OF ALBERTA
Edmonton, Alberta
July 6—August 14

The Announcement is now available for distribution. When making application for same, please use the form which appeared in the December issue of this magazine.

Deadline for registration: Thursday, April 30, 1953

Re English 2: Deadline for registration in this course is Monday, February 16, 1953

Address all correspondence to: Director, Summer Session, University of Alberta, Edmonton, Alberta

Principals Should Be Teachers, Too

(Continued from Page 23)

can be tested only by the learning and teaching activities of pupils and teachers.

Joy In Seeing Others Grow

It is true that the administrator should so organize his school as to make possible the maximum results through skillful and economical planning. He should recognize fully and anticipate the needs of his community. He should plan for the development of his school over the years in terms of educational supplies, equipment, and building improvement. But he should realize that his greatest work is with his teachers and pupils. To secure the right teacher for the work to be done and then to stimulate that person to do his best work is the real job of the administrator. The most genuine satisfaction that comes to the administrator is found in the growth of those with whom he is associated.

It is doubtful whether any administrator has ever secured the best achievement of his pupils and teachers except as he has had faith in their capacity to learn and to achieve. All of us respond to the person who recognizes merit in the work which we do. It often happens that we achieve to the point that we had not ourselves thought possible because of the faith that someone else had in us. The administrator must have the ability to discover strength whereever it exists, then stimulate the growth of capacity little suspected, perhaps, by the individual possessing it.

Whole Pupil Goes To School

The teaching administrator recognizes that the school is a unit in its influence upon the pupil; that every experience of the pupil in the life of the school has its effect in modifying his attitudes. These experiences may be organized and directed so that the pupils become mere "lesson learners" regularly put into a testing machine. In the desirable type of school the organization is made on the principle of division of labour where the whole pupil goes to school to every teacher, and to every member of the staff including the principal. Each of these persons may be doing his work in his particular field of activity, yet, only to the extent that they are all teachers of the whole pupil, does the school give vital educative experiences to its pupils. The administrator should see each person and each job to be done in relation to the whole undertaking. He must appreciate sincerely work well done on each of the many levels as they exist in his school. Every part of the work to be done is important and the good administrator makes everyone feel the worthwhileness of the part that he is playing in the entire scheme. Hence, one of the most important criteria by which to judge the work of the administrator is found in the question, "Have the pupils and teachers who have worked with him grown?"

Administrator and Teacher Related

Schools are often organized upon the theory of division of labour that exists in factory organization. In the minds of many school people the term administration connotes duties of the principal only. Conversely, when teaching is considered the administrator thinks only of classroom work. This same conception of teaching and administration is revealed by university students preparing themselves for administrative positions. They ignore courses that go to the root of the problems of teaching and fill their schedules with courses that are labelled administration.

Every problem of the school worthy of the name of administrative problem is fundamentally related to

DEPARTMENT OF EDUCATION ALBERTA

Official Bulletin, Department of Education

No. 150

Senior High School Mathematics

I. Mathematics 30

Commencing September 1, 1953, a new Grade XII course in Mathematics will replace the present Grade XII courses known as Algebra 2 and Trigonometry and Analytical Geometry 1.

Following is a topical outline of the Mathematics 30 course:

1. Functions and Graphs.
2. Linear Functions and Applications.
3. Quadratic Functions and Quadratic Equations.
4. Polynomials and Algebraic Equations.
5. Systems of Equations.
6. Logarithms.
7. Trigonometry (Trigometric functions and the solution of the right triangle).
8. Series of Numbers. The Progressions.
9. Permutations and Combinations.
10. Binomial Theorem.

The basic text will be *Advanced Course In Algebra;* Miller and Rourke, Revised Edition. Some of the material contained in this book will not be required, but additional material will have to be provided for certain topics such as logarithms and trigonometry.

II. Mathematics 20

The following material in the pamphlet, *Locus and the Circle*, is to be omitted from the Mathematics 20 course: from the heading "The Necessary and the Sufficient Condition" on page 392 up to "Review Exercises" on page 402. Related exercises on this section should also be omitted.

Audio-Visual Notes

The name of one film which will probably prove very useful for classroom purposes was inadvertently omitted from recent lists. It is T-185 *Trading In the North*, the story of the work of a young man in a Hudson's Bay Trading Post.

Other issues of *Notes to Users* now available upon request to the Audio-Visual Aids Branch are: #21 Free Filmstrips, #22 Films and Filmstrips on the Same Topic, #23 an Effective Film Service in the School, #24 The Shadow Box Screen, #26 Film Guides for Placing in Your School, #27 The Importance of Perceptual Learning, #28 A "Capsule" Workshop Course in Film Utilization, #29 The Film as a Group Discussion Project in Guidance.

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teaching. A teaching problem means nothing except as it is related to the growth and development of pupils. Schools are organized to be administered. They are administered to be taught.

Teacher Rating? Yes, But By Whom?

(Continued from Page 15)

2. *Teachers could rate themselves.* Wonderful, but are any of us below-average teachers in any respect? I wonder how that could work. The law of self-preservation is a very potent force.

3. *The students could rate each teacher.* Excellent, we rate the students all year, let's give them a chance to rate us. How does that work in the primary grades? How about that tough old teacher? She may be an excellent teacher, the students may learn more from her than from six "progressive" teachers. But do the students like her, how would they rate her?

4. *The principal could rate the teachers.* Fine, but in our district I believe all the principals have enough to do without going around rating teachers. In the eight years I have taught in the State of Washington, I have never once had a superintendent or principal come and visit my class to listen to me teach. How many of you could say the same thing—not that we miss them of course? The only thing my principal knows about my teaching is again hearsay. He knows that I cause him very little trouble in the office and, therefore, maybe I am an excellent teacher. He knows the kids do not break up the furniture or one another's legs in my classroom. He knows a little about my philosophy of education and my personality from many conferences. But what actually does my principal know about my teaching? Could he do a good job of rating me as a teacher?

5. *A supervisor could be hired to go around the district rating teachers on full-time or part-time basis.* Wonderful for the large districts that could afford such an expense. But again what kind of teaching does the supervisor think is best? Is the supervisor the tough or the liberal variety? In our district there are approximately 80 teachers teaching for 180 days. The supervisor would then have a little more than two days to spend with each teacher. Would you like to be rated on two days of your teaching? Maybe you were ill those days or had a fight with your husband or wife. Perhaps after five or ten years the supervisor could do a good job of rating teachers in the district.

6. It was even suggested that maybe the janitor should have a say on the rating of a teacher. This would probably be based on the condition of the rooms at the end of the day. Here again the tough old teacher with the morgue-like room may have a beautiful room at the end of the day because the room isn't used. The liberal teacher will probably have a messier room because her room is being used to its fullest extent by active students. This point sounds kind of absurd to me too.

7. Finally, we could rate teachers on the basis of achievement tests given her students. How many teachers would begin teaching for the test? How many teachers have good classes and bad classes? One year we have classes that are wonderful and consist of 90 percent geniuses and the next year we have classes consisting of 90 percent lugs. Do any of you have the same trouble? You do the same teaching job in all classes, yet one class is way ahead of the others.

Anybody got any answers?

If business paid as little attention to its product after it left the factory as schools do with their graduates, business would go out of business.—Howard R. Jones, University of Michigan, in Vocational Shorts.

Streamlined English—

Frank C. Laubach, *The Macmillan Company*, New York, 70c.

A handbook slanted toward English language needs of New Canadians: Contains some thirty lessons, each of which introduces and repeats new works in story form with illustrations. An attempt is made to provide phonetic pronunciation.

Everyman's United Nations—

Third Edition, $1.50, *The Ryerson Press.*

A comprehensive treatment of the United Nations and its activities.

History and function are outlined in Part I. A review of every important problem brought before the United Nations between 1946 and 1951 is included in Part II. Activities of the special agencies are outlined in Part III.

This book is a valuable, if not indispensable, guide for Social Studies teachers. Accurate, authentic information is given on many world political problems.

A World in Waiting—

E. Melville Aitken, Cloth $2.50, paper, $2.00, *The Ryerson Press.*

Many will remember Dr. Aitken, during his ministry of the pulpit of Central United Church, Calgary, where he became widely known as a radio preacher. In 1942 he accepted a call to First United Church, Hamilton, where he has continued his radio ministry.

In this collection of thirteen sermons, Dr. Aitken tells us that we spend too much time wondering about material problems and too little time speculating why our stricken world is torn with strife and mutual distrust.

Dr. Aitken's sermons are reproduced as they were delivered and impart the directness of appeal and decisiveness that are characteristic.

A Book of Canadian Stories—

Desmond Pacey, *The Ryerson Press*, $2.25.

An anthology of Canadian short stories which are notable for literary and artistic merit.

Short biographical sketches of each author are included and the editor surveys the development of the short story in Canada.

Collectively, the selected stories provide good reading because they represent the art of short story writing at its best.

Individually, the stories reflect Canadian life; its geographical diversity, the various cultures and social behavior patterns to be found; the changing temper and outlook of Canadians up to the present day.

It's Fun to Write—

A. D. Thomson, *The Macmillan Company of Canada Limited*, Toronto, 65c.

This writing workbook is an interesting illustration of the thesis that pupils should first learn form and then use the skills later. This is in direct contrast to the idea that the pupil should be made to see the use of a skill before practice is attempted.

SUMMER TOURS 1953

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National Health Week—Feb. 1-7, 1953

111 Avenue Road, Toronto, Ontario,
November 17, 1952.

To the Editor:

The dates chosen for National Health Week are as noted above, and it is essential that this be made known as soon as possible.

As it will hardly be possible for us to notify all schools directly, we are writing to ask you to find space in your valued publication for a brief news item and such further comment as you may care to add. This applies, of course, only to issues which should reach their readers before February 1.

A copy of a news release from our office is enclosed herewith together with a promotion folder outlining suggested activities. Teachers or officials planning activities in advance could use this information to good advantage.

Any assistance which you may be able to give us will be highly appreciated.

Yours sincerely,

T. E. DANIEL
Acting Secretary
Health Week Committee
Health League of Canada.

Teen-Age Book Parade

Ottawa 4, Canada
December 9, 1952

To the Editor:

Our experimental series entitled "Teen-Age Book Parade" is an attempt by broadcasting stations in Canada to stimulate interest amongst young people in the better type of

reading. Whether the experiment is successful or not will in large part depend upon the support of people who may believe this is a worthwhile objective.

If, in any way, you can publicize this series and the call letters of the stations carrying it, to your membership, it would be most helpful.

If teachers or others could encourage their pupils to express their honest opinion of the series to participating stations this, too, would be most helpful.

Any other suggestions that may occur to you for helping to make this series work will be greatly appreciated by us.

With best wishes, I am,

Sincerely yours,

T. J. ALLARD

General Manager.

Editor's Note: Alberta stations participating in "Teen-Age Book Parade" are CFCN, Calgary, CJCA, Edmonton, CJOC, Lethbridge, CFGP, Grande Prairie. Broadcast times are available from individual stations.

"Not the Miss Elsie Desmond who kept me in fifth grade for four years."

—Education Communications Service.

School District of Winnipeg No. 1

Principal, Technical-Vocational High School

The School District of Winnipeg requires a principal for its Technical-Vocational High School to begin the school term, September 1953.

Applicants should have an industrial background, considerable administrative experience in education, and an intimate knowledge of the whole field of technical education. The salary is $6,000 to $6,700 plus any cost of living adjustment that may be payable (at present $60 per annum). The School District maintains a pension fund.

Applicants should state their age and give details of training and experience and include the names of three references. Applications should be forwarded to Mr. F. A. Allden, Secretary-Treasurer, School District of Winnipeg, William and Ellen, Winnipeg.

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Teachers in the NEWS

Myrtle R. Conway, president of the Canadian Teachers' Federation, was the Canadian delegate on education matters at the seventh session of Unesco, held in Paris, November 12 to December 10.

On October 28 at the special seventy-fifth anniversary convocation of the University of Manitoba, Miss Conway received an honorary doctorate of law degree.

Gerald S. Grant, vice-principal of Alexandra High School, Medicine Hat, was elected president of the Medicine Hat Rotary Club for 1952-1953.

Fred R. Millican, principal of Connaught School, Medicine Hat, has been elected as District Deputy Grand Master for Masonic District No. 2 of Alberta.

Dr. W. H. Swift, deputy minister of education, and lieutenant-governor of the Tuxis organization of Alberta, gave the Speech from the Throne at the opening of the Thirty-third Tuxis Parliament on December 26.

H. J. M. Ross, teacher, Parkallen School, Edmonton, has been appointed to the City of Edmonton Hospital Board.

Keith W. Bissell, supervisor of music for Edmonton public schools, conducted a teachers' choir at the Christmas Carol Festival held at McDougall United Church, Edmonton, the week of December 14.

MYRTLE R. CONWAY

Beulah D. Paulson, Queen Alexandra School, Edmonton, and **Christina McKnight,** Spruce Grove, won third and fourth prizes, respectively, in the competition by Sturgess Distributors in connection with Compton's Pictured Encyclopedia.

(All teachers are urged to send in news items for this column. The deadline for copy is the twentieth of the preceding month.—Editor.)

Benalto Sublocal

Officers for the Benalto Sublocal are president, Doris McKee; vice-president, Norman Bowles; secretary-treasurer, Isabella Salsauler; councillor, W. Earle Farris; press correspondent, June Hillman.

Following the election of officers, there was a discussion on the Enterprise problems. Sample enterprises for the Grade III and IV program will be planned by the Benalto Sublocal teachers.

Beverly Sublocal

As a result of the efforts of the Beverly school children in the sale of tickets for a tea on Parents' Night, $125 was made towards a library fund.

W. Roy Eyres, ATA representative on the Teachers' Retirement Fund Board, spoke to the teachers on December 4 and answered questions about the pension plan.

Clover Bar Sublocal

A teacher in the Clover Bar School Division from its formation in 1939 until his retirement last June L. L. Piercy was honored recently at the home of Mr. and Mrs. J. R. Wright. The occasion was the annual Christmas party of the Clover Bar sublocal. Mr. Piercy received a purse of money while Mrs. Piercy was presented with a bouquet of flowers. The presentation was made by Val Roos, president of the sublocal.

Camrose South Sublocal

During the business meeting on December 8, members discussed the new insurance program offered by the Alberta Teachers' Association. After considerable discussion members decided that the new scheme is better than the one in force at present, but more information is to be obained.

After the meeting, the Ferintosh teachers put on a social evening.

Correspondenco School Branch Local

At the last meeting of the Correspondence School Branch Local, an open forum on Fundamentals of Education followed the business meeting. A discussion was headed by group leaders Ruth Lomas, Ethel Hopkins, William Cutt, and Frank Page.

Drumheller Sublocal

The business meeting consisted of a discussion of the ATA group insurance plan. As the Drumheller Sublocal includes teachers from two divisions and one school district, it was left for each payroll group to discuss the plan as a group and to find out how many members are interested. The plan could then be discussed in greater detail at a subsequent meeting of the sublocal and the local contacted.

Several films from the National Film Board were shown.

Kitscoty-Islay Sublocal

Guest speaker, Superintendent S. Simonson, discussed practical situations and answered questions.

At the January meeting a discussion on the festival program is planned. Committees have been set up to collect suitable production material.

Lac La Biche Sublocal

Sublocal officers are president, P. Mulyk; vice-president, W. Sachko; secretary-treasurer, Pauline Marko; press correspondent, A. Coast.

Discussion was held on matters taken up at the district councillors' meeting at Vilna. One item was that although sufficient money was being spent on public relations and the organization for such was good, the effects were not satisfactory.

Also discussed were the subjects of obtaining more and better teaching facilities for schools and the improvement of school buildings.

Medicine Hat Sublocal

The discussion of the salary schedule and the nomination of a negotiating committee were the first items of business at the sublocal meeting. The committee is made up of W. Bolick, George Doktor, Edward Boyko, Marjorie Allen, and E. J. Slettedahl.

The janitor's salary was discussed and a motion was passed that he be paid one dollar per meeting with back pay for last year.

A report on standardized tests and a review of teacherage conditions will be covered at the next meeting.

Red Deer Sublocal

Teachers of the Red Deer Sublocal elected the following officers: president, A. Gibb; vice-president, L. Pollock; secretary-treasurer, E. Thompson; councillors, P. Ritchie and Elsie Thompson; social committee, A. Allen, M. Storey, and M. Nordlee; lunch committee, L. McDermid, K. L. Frizzel, Ruth Konshuh, and Jeannette Gorgichuk.

At a second meeting, Charles Merta and D. A. Prescott, geographical representative, reported on the program of the Banff Workshop which they had attended. Mr. Merta dealt with public relations, group dynamics, and

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collective bargaining. D. Prescott spoke on ATA administration and teachers' pensions.

Rocky Mountain House Local

On November 20, thirty-two teachers and guests of the Rocky Mountain House Local attended a banquet supper served by the Ladies' Aid of the Presbyterian Church.

George Taylor, principal of Rocky Mountain House School, gave a comprehensive report on the Annual General Meeting, directing teachers to a deeper consideration of the facilities now available through Barnett House. He asked the questions, "Can it be that out of over six thousand teachers only three hundred teachers use the library?" and "Are teachers alert to what the Executive is endeavoring to do?"

Councillor Hubert Smith also gave a report of the Annual General Meeting. By asking the questions "Is our money satisfactorily and well spent?", "Should our organization be a large investor?", and "Should we continue to advertise heavily to sell teaching and teachers to the public?", Mr. Smith focussed the attention of the members on the financial report of the Association.

Mr. Smith's report was highlighted by a tribute to Marian Gimby and by the thought that pride in fine workmanship is the best publicity.

Hubert Smith, Chester Laing, and Laura Westergard, delegates to the general course, pensions' course, and writers' course, respectively, gave reports on the Banff Workshop. These teachers were of the opinion that the workshop was an excellent idea and only those who had the privilege of attending could make an estimate of its value. Consequently, all were urged to attend.

A meeting of the Executive followed and members were encouraged to work from their classrooms, through their sublocals up, to improve good

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public relations, and to get teachers so interested in their profession that they will attend ATA meetings.

Rocky Mountain Sublocal

Included in the business at the sublocal meeting on November 13 was the drafting of resolutions, which could be used to further the efficiency of the annual teachers' convention.

Stettler Sublocal

The insurance plan, adopted by the Alberta Teachers' Association, was discussed at the Stettler Sublocal meeting. It was decided to invite a representative of the insurance company to speak to the teachers at an early date. Information on the Blue Cross plan will also be obtained so that a comparison may be made.

It was reported that the matter of the proposed lowering of entrance requirements to teacher training had been brought to the attention of the home and school association.

An informal discussion of the musical festival took place.

A pictorial contest on the Code of Ethics of the Association was conducted by Norman Muir.

St. Michael Sublocal

The Executive for St. Michael Sublocal is: president, Isabelle Raychyba; vice-president, Mark Orydzuk; secretary-treasurer, Lillian Dolinsky. Henry Pruss is the member of the nominating commitee and Michael Symorozym is the councillor for the salary negotiating committee.

At three other meetings, the teachers discussed (1) the holding of institutes, (a) teachers suggested local institutes three times a year instead of a convention, (b) group discussions to be led by guest speakers interested in the topics set for the discussion, (c) special discussion groups to be formed for rural teachers, (2) subject matter tests versus IQ tests, (a) report cards, (3) teachers' curling bonspiel.

Professional films have been shown at the meetings.

Taber Local

The local executive met on November 12 at Barnwell with Price Gibb, the new president, in the chair. The agenda included the executive report on the Banff Workshop, the organization of a rent committee, and a salary negotiating committee. Public relations and rent policies were discussed. A recommendation was sent to the district representative, requesting a meeting of the councillors of the southern section.

Taber Sublocal

The study and discussion of matters pertinent to the Association was chosen as a topic for the following year. The question of contact and liaison with the local on special subjects was also agreed upon.

Tangent-Wanham Sublocal

The Code of Ethics was discussed at the November meeting of the Tangent-Wanham Sublocal.

A demonstration on the teaching

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of phonetics was given by B. B. Russell and a talk on the teaching of language and choral speech in Division I by A. Zmean.

Thorsby Sublocal

The fourteen members present at the meeting on November 26 had for their topic of discussion "A Uniform System of Grading Report Cards." It was decided to adopt a uniform system of grading report cards throughout the Thorsby Sublocal.

John Harmacy of Winfield was present and demonstrated the Forway Projector.

The January meeting to be held at Genesee will be devoted to the setting up of a standard set of language and mathematics tests for Grades IV to IX to be given in the sublocal next spring.

Vegreville-Lavoy Sublocal

The following executive was elected for Vegreville-Lavoy Sublocal: president, Alex Fedoruk; vice-president, Andrew Rogalsky; secretary-treasurer, Katherine Fedoration. A social committee, consisting of Gordon Strong, Nick Hrynyk, Jean Gibson, Sophie Sawka, and Olga Horon, was also elected.

Westlock-Clyde Sublocal

Members present at the meeting on December adopted the recommendations of the committee elected at the last meeting to consider the question of a festival. An "Open House," including a display of work and visits of the parents while the schools were actually carrying on classes, was recommended instead. Another committee consisting of R. Staples, K. Nixon, J. Noel, G. Mealing, and M. Skowronski was elected to make recommendations concerning a track meet.

The meeting concluded with a discussion of the ATA Code of Ethics.

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The teacher now walks in and it becomes a classroom. Yes, good teachers make good schools. When the teacher enters the room and closes the door behind him, he is on his own. No one can help him except himself. Either there will be a classroom situation that promotes joyful living or one that indicates dismal failure for everyone.

As a teacher, you are a trained professional. You are entrusted with the heaviest of all responsibilities—the safety, the moral values, and the intellectual growth of other people's children.

What you do to help children becomes "part of you" all through your life. They place a large measure of confidence in your suggestions to them. Chances are they'll be happier, more human, useful, and cooperative because they've known you.

They're all important. They are tomorrow. They'll direct affairs of the communities in which we will live a few short years from now. "As The Twig is Bent" today will play an important role in shaping the course of events in the world of tomorrow. So, anything you can do to help youngsters makes you an important person, too.

The memory of a good teacher lives forever in the hearts of her pupils.

—Carl C. Byers, Extract from a Bulletin to Teachers by the Superintendent of Schools, Parma, Ohio.

CORRECTION

The analysis of the Wheatland School Division No. 40 salary schedule, which appeared on page 36 of the November issue, should read as follows: elementary, $1800-$2000; intermediate, $2000-$3000; high, $2300-$3300; increments $100 x 10; $100 for dependent status; $35 per course for first degree, $25 per course for second degree; $550 for bachelor's degree, $150 for second degree; and $270 for administration and supervision for a four-room school.

December 22, 1952

On November 17, the department of education moved into their permanent quarters on the two top floors of the New Administration Building at 109 Street and 98 Avenue. The offices are spacious, well-planned, and have an excellent view of the city and the river valley. But like most new buildings, including our own Barnett House, there are troubles with too little or too much ventilation and uncontrolled heat controls.

On November 21, Laurence Coward, actuary for William M. Mercer Limited, met with the Executive and Board of Administrators and the Minister of Education to discuss pensions. On the Monday following, I took Mr. Coward to the Parliament Buildings to meet H. J. Hawkins, deputy provincial treasurer, F. G. Stewart, assistant deputy provincial treasurer, and J. M. Tweddle, deputy provincial auditor.

On November 25, Sidney Katz, a feature editor for *Maclean's* magazine called at the office. He is preparing an article on education in Canada and while in Edmonton interviewed the department of education, the university, trustees, and several teachers.

On November 27, Mr. Seymour and I visited the Faculty of Education to speak to a group of about seventy first-year students on the subject of the ATA. That evening I also attended a meeting of the Undergraduate Students' Society, at which Dr. Dewar McDougall gave a paper on the "Supply of Teachers."

On November 28, I called on President Stewart of the University to discuss his address at Convocation, as it affected teachers. I also called on Donald Cameron, director of the department of extension of the University of Alberta, to plan for next year's workshop at Banff.

George G. Croskery, secretary-treasurer of the Canadian Teachers' Federation, visited the offices on **December 2.**

Marian Gimby, president of the Alberta Teachers' Association, and I attended the Western Conference of presidents and secretaries, which was held at Saskatoon on December 4, 5, and 6. The main topics discussed were salaries, pensions, tenure, teacher training, supply of teachers, etc.

Harold C. Melsness, past president of the Alberta Teachers' Association, brought one of his classes to visit Barnett House on December 5. They were shown through the building by Miss Berry and Mr. Seymour, after which tea was served.

On December 8, the Teachers' Retirement Fund staff clipped coupons at the Imperial Bank for most of the day. The same day I had lunch with Mark V. Fisher of *The Country Guide* and we discussed institutional advertising, educational publicity, and rural education.

The Finance Committee of the Executive met the evenings of December 11 and 12. The Executive Council of the Association met Friday and Saturday, December 12 and 13, adjourning at 11:00 p.m., with about one-half of the agenda completed.

On December 15, the Conference Committee, composed of representatives of the Department of Education, Alberta School Trustees' Association, and the Alberta Teachers' Association met to consider problems of common interest, especially a provincial salary schedule, compulsory retirement age of 65, relationship between boards, superintendents, principals, and teachers. Our representatives to this meeting were Marian Gimby, Lars Olson, F. J. C. Seymour, and myself.

On December 16, a committee of the Executive Council, Marian Gimby, Lars Olson, W. Roy Eyres, F. J. C. Seymour, and myself, presented the resolutions passed by the Annual General Meeting to the minister of education and his senior officials in the morning and to the government in the afternoon. The following members of the Cabinet were present to receive the submissions of our resolutions. Premier Ernest C. Manning, Hon. Anders Aalborg, minister of education, and Hon. Ivan Casey, Hon. A. J. Hooke, Hon. Gordon E. Taylor, Hon. D. A. Ure, Hon. W. W. Cross. Hon. L. Maynard and Hon. C. E. Gerhart were detained but were present for part of the afternoon. Dr. John Robinson was unable to attend because of illness.

Eric Ansley

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